

# The venue Infant School

## ANTI-BULLYING AND AGGRESSIVE BEHAVIOUR POLICY

Signed on behalf of the Governing Body: Mr Stewart Miller

Position; Chair of Governors

Date: 12<sup>th</sup> February 2025

Review date: February 2027

**THE AVENUE INFANT SCHOOL**  
**Anti-Bullying and Aggressive Behaviour Policy**

**Rationale**

- ☞ The Avenue Infant School community includes children, staff, governors and parents.
- ☞ Every member of the school community at The Avenue Infant School has the right to feel welcome, comfortable, safe, secure, equally valued, respected and happy.
- ☞ Every member of the school community has the right to develop, free from prejudice, stereotyping, harassment and negative discrimination.
- ☞ Every pupil has the right to equal access to a curriculum that meets their needs.
- ☞ Every member of the school community has the responsibility to treat others with respect.
- ☞ Every member of the school community has the right to object to language and behaviour which is offensive or intimidating.
- ☞ Every member of the school community has a responsibility to address and/or report all incidents of bullying or aggressive behaviour.

Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. The school makes a commitment to take bullying seriously, intervene effectively, reduce the frequency and increase the likelihood that incidents are disclosed to responsible adults.

Bullying is prejudicial and this form of behaviour must be dealt with effectively at all times. Whilst shared values might not be achievable however the resulting harmful language and behaviour is unacceptable in every circumstance.

Where bullying exists the victims (pupils or staff) must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

The Headteacher and Senior Leadership team will monitor reports of bullying incidents in school.

Our behaviour policy and procedures are reviewed at least annually and as part of our school improvement, and the anti bullying policy and procedures form an integral part of this review.

**Bullying Definition**

At The Avenue Infant School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

**Types of Bullying**

- Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying between pupils but

happening outside school will be responded to in line with this policy due to the impact on the victim. Cyber bullying impacting a pupil in school where the perpetrator is not a pupil will be dealt with as a safeguarding concern.

➤ **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

➤ **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

➤ **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out” and will need to be supported by the parents/carers because of the age and understanding of the pupils.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, ‘losing’ more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual ‘Anti-bullying Week’ is held to further raise awareness.

Pupils are encouraged to speak openly to staff about concerns and worries, including bullying, so any potential bullying behaviour can be addressed at an early stage to avoid escalation. The PSHE curriculum and safeguarding approach incorporates Protective Behaviour so pupils can use the language of safety so they will be more likely to disclose bullying and abuse.

Online safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website.

Prevention is better than cure so at our school we will be vigilant for signs of bullying/aggression and always take reports of incidents seriously and respond promptly. Bullying can have a significant impact on mental health so the aim will always be to resolve any issue at the earliest opportunity.

- ☞ We will use the curriculum and assemblies whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. Once a year an anti-bullying week will be held in school in addition to other work about bullying in PSHE.
- ☞ All children in school are encouraged and expected to follow the Golden Rules, which encourage co-operative behaviour and kindness to each other. Any child who breaks a golden rule will have reflection time and lose a playtime minute and their behaviour will be noted in the class golden book. Pupils are taught how to respond to physical, verbal and online attacks in an assertive and effective manner, seeking support when needed.
- ☞ Our School Values of Respect, Kindness, Perseverance, Responsibility and Confidence are woven into our school ethos and curriculum and focusing of these values, along with the school Golden Rules, helps provide pupils with the ethical language they require to talk about bullying and aggressive behaviour. The school will also celebrate diversity in a positive and meaningful way, so all members of the school community feel accepted and welcome.
- ☞ There are various strategies that can be applied if more than one pupil is involved in bullying another. Circle Time, assembly and PSHE lessons will be used as appropriate forums to discuss bullying. If held regularly, these can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.
- ☞ Pupils are told that they must report any incidence of bullying/aggression to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying/aggression taking place it is their responsibility to report their knowledge to a member of staff.
- ☞ The anti-bullying policy is published on the school website. During anti bullying week information will be shared with parents / carers relating to current policy and initiatives.
- ☞ All staff will be kept informed of new strategies and will be given a copy of the policy. Lunchtime staff will be supported to be aware of bullying behaviours and reporting procedures. Training for staff will be provided where available and necessary.
- ☞ As part of the Home- School Agreement, parents/carers will be asked to commit themselves to this policy.
- ☞ We will review the policy as part of the school self review process and put into place refinements which improve the effectiveness of the policy and anti-bullying provision.

### **What is aggressive behaviour?**

- ☞ Aggressive behaviour is when a child causes someone else (child or adult) deliberate harm which is considered to be particularly unacceptable (not within the normal range of behaviour) but, unlike bullying, no individual is repeatedly targeted.

### **Anti-Bullying Procedures**

- ☞ The Avenue aims to create an environment where children feel that they are able to report bullying incidents and where prompt decisive action will be taken. The well being of the child being bullied

and the child reporting the bullying is paramount. The student will be informed of how the incident is being dealt with by their class teacher. Parents and Carers will be informed.

- ☞ If a child is subject to any form of bullying behaviour they should report it to their teacher or any adult that they trust in school.
- ☞ If a child is a witness to bullying behaviour they should also report it to an adult within school. Once a case of bullying behaviour has been reported the incident will be investigated which will include talking to both the child being bullied and the child engaging in the bullying behaviour.
- ☞ Parents who wish to discuss bullying can make an appointment with their child's class teacher, the Family Support Worker or the Head teacher.
- ☞ Victims who are worried about openly discussing an incident when the aggressors are present must be assured through constant training and reinforcement that each incident will be treated sensitively by all staff. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.
- ☞ Upon discovery of an incident of bullying or aggression, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. Each pupil (victim and aggressor alike) must be given an opportunity to talk (this is essential for the fullest picture to be established) and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.
- ☞ Feedback will always be provided to individuals who have made the allegations or complaint.
- ☞ All incidents will be discussed with the parents/carers of the victim and the perpetrator.
- ☞ Incidents and allegations will be investigated and the outcome recorded on the appropriate forms. See forms attached to this policy. Records of incidents of bullying will be kept and their frequency and type will be monitored by the school and LA. The school will monitor any patterns in terms of perpetrators or location. This information will be used to develop the school's anti-bullying work. The school reports racist incidents via an online reporting system.
- ☞ Incidents will be considered as to whether they constitute 'child-on-child abuse' (as defined in the school's Safeguarding and Child Protection policy) and recorded / responded to as such.

### **Bullying / aggressive behaviour at After School Club**

The combined After School Club for The Avenue Infant School and Park Junior School provides an excellent opportunity for children across the whole primary range to interact with acceptance and respect. The principles of both schools' behaviour policies will be applied.

Where incidents or allegations occur within After School Club times, the procedures outlined in this policy will be applied in the same manner. Liaison between both schools may be required where the victim / perpetrator are from separate schools, including joint meetings with parents / carers where necessary. Regular communication between the schools is essential to address potential issues early on to prevent escalation to more serious events. Meetings will take place between the two schools' leadership as required to discuss the provision, any issues will be discussed at these meetings. Written records of incidents will be shared with Park Junior School where a Park pupil is involved.

### **Response to bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded, including on the pupil's file. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped. The school Safeguarding and Child Protection policy should be followed. Where bullying behaviour persists, or can be defined as child-on-child abuse, there may be a need to see advice and guidance from the police or Children's Services.

### **Complaints Procedure**

Should a parent / carer make a complaint about how a bullying incident has been dealt with, the school will follow the Complaints procedure outlined in the school Complaints policy.

### **Parents/carers Involvement**

The parents/carers of bullies/aggressors and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully/aggressor will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Keeping information from the school, or from their parents/carers, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at The Avenue, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Behaviour Policy.

### **Links to other policies**

The anti bullying policy contributes to all aspects of school life including teaching and learning, behaviour, attendance, achievement, health and safety, PSHE, safeguarding / child protection and equality and diversity.

We also adopt the guidelines laid down by ACAS regarding 'Bullying and Harassment at Work'. A copy of these guidelines are kept in our Staff Room and are also available upon request.

**Staff recording form for reporting bullying incident**

Incident reported to \_\_\_\_\_

Incident reported by \_\_\_\_\_

Perpetrator name &amp; class:

Victim name and class:

Witnesses name and class:

Date of incident: \_\_\_\_\_ date of report: \_\_\_\_\_

Time of incident: \_\_\_\_\_ time of report: \_\_\_\_\_

Location of incident:

Any relevant history / previous incidents:

Brief description of incident:

Action taken (include names and dates of people involved)

SLT action (including plans in place / external agency involvement if appropriate):

Parent/carer/guardian involvement:

Yes

No

Information shared with:

Headteacher

Class teacher

Support staff

Lunchtime staff

Rest of staff

Copy form for: Pupil file

Behaviour file

Uploaded to My Concern

Logged on SIMS:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**THE  AVENUE INFANT SCHOOL**  
**Significant Behaviour Incident Form**

***This form should be completed by a staff member if a child demonstrates a breach of the school's Behaviour Policy through aggressive / violent behaviour. (Where physical intervention has been required, please also complete the Positive Handling and Physical Intervention Recording and Reporting form.)***

These incidents may be added to the child's file which will go to their next school. It is the class teacher's responsibility to inform parents about the child's behaviour as soon as possible after the event.

Please complete ALL sections of this form in blue / black pen, then pass to Helen Morrall.

Name:		Class:	
Staff member completing form & managing incident:		NC Year:	SEN Status:
Date of incident:		Time of incident:	
Location:		Lesson:	
<b>Antecedents of incident:</b> <i>(What was the child doing before the behaviour happened)</i>			
<b>Behaviour:</b> <i>(How the child behaved?)</i>			
Type of Incident: <b>Tick ONE box only for MAIN behaviour issue</b> Tick in second subsidiary (SUB.) column for all other behaviours			
<b>Physically Aggressive Behaviours</b>	<b>MAIN</b>	SUB.	<i>Please answer these questions:</i>  <b>Did the child have to be physically restrained?</b>  <b>YES      NO</b>  If YES- please ensure a Positive Handling and Physical Intervention Recording and Reporting form is completed and then logged in the Bound and Numbered Book  <input type="checkbox"/> Incident No.
Assault- Staff			
Assault- Pupil			
Intimidating / threatening behaviour (physical)			
Damage to property			
Fighting			
<b>Aggressive Behaviours</b>			
Threatening behaviour (verbal)			
Verbal abuse – to teacher			
Verbal abuse- to pupil			
Leaving class / school			
Other:			

## **CHECKLIST**

If you have been hurt in this incident, please complete an Accident form via the link available from the office

Witness Statements (if appropriate) attached- these must be signed and dated

<b>MAIN ACTION TAKEN</b>	<b>Tick</b>	<b>When / how</b>
Reflection time once calm		
Lost lunchtime play		
Lost playtime		
Isolation (internal exclusion)~		
Fixed term exclusion~		
Other		

*~This sanction would be agreed beforehand by Headteacher / Deputy*

## **SHARING DETAILS OF THE INCIDENT**

<b>Date</b>	<b>Class Teacher's Signature</b>

## **INFORMING PARENTS – INITIAL CALL**

<b>Initial Contact- Parents have been informed by:</b>	<b>Details e.g. time / date</b>
Face-to-face	
Phone	
Email	

## **ADDITIONAL INFORMATION: Is the child in receipt of any additional intervention?**

Pastoral		Behaviour	
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## **PASS COMPLETED FORM IMMEDIATELY TO HEAD TEACHER / A MEMBER OF THE SLT**

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### **STATUS (Tick ONE box only)**

No further action

Discussion for SLT: Why?

- The number of incidents / patterns of behaviour for the child
- This is unusual behaviour for the child

Form Compliance Check (HM)	
Bound and Numbered book Check (if applicable) (HM)	